



Comparison of the effectiveness of Adlerian group counseling and dialectical behavior therapy on the academic buoyancy of unsuccessful male students in Universities Entrance Exam

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ABSTRACT

Background and Aim: Various researches have been conducted in this regard, but the present study compares two methods of Adlerian group counseling and dialectical behavior therapy in the academic life of male students who failed the entrance exam, which is rare in its kind. The present study was conducted by comparing the effectiveness of Adlerian group counseling and dialectical behavior therapy in the academic vitality of male students who failed the Zanjan entrance exam. **Methods:** The current research design is applied and its method is semi-experimental. The statistical population of this research includes 587 male high school students who failed in the 2019 entrance exam. 45 of these students were voluntarily selected and randomly divided into three groups of 15 (one control group and two experimental groups). In the first group, the intervention was based on the Adlerian group counseling protocol of Alizadeh and Hashemi (2007), and in the second group, the intervention was based on the dialectical behavior therapy protocol of Miller et al. (2007), and the third group, as a control group, did not receive any intervention. The required data were collected in three periods: pre-test, post-test and follow-up. The tools of this research were used in all three stages of the academic vitality questionnaire (Dehghanizadeh and Chari, 2013) based on the academic vitality scale (Martin and Marsh, 2006). Data analysis was done using repeated measure analysis of variance by SPSS-24 software. **Results:** The effect of dialectical behavior therapy method on students' academic vitality ($F=99.52$, $P<0.001$) was more than Adlerian group counseling method. **Conclusion:** Based on the findings of this research, it can be concluded that dialectical behavior therapy can be used to restore academic vitality in students who have experienced academic failure.



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Introduction

Academic life is one of the most important periods of a person's life, which affects a person's education, and fruitful and successful learning; A person's skills and abilities are enhanced and scientific progress is achieved. But in daily academic life, students face all kinds of struggles, obstacles and pressures specific to this course. Some students successfully deal with these obstacles and conflicts, but another group of students are unsuccessful in this field (Dehghanizadeh & Hossein Chari, 2012). Academic vitality is the ability of students to succeed in dealing with obstacles and academic struggles that somehow happen in their current academic life. Such as poor performance in assignments, difficult assignments, and hasty competition. In other words, academic vitality reflects academic success in the context of positive psychology

Therefore, academic vitality refers to a positive, constructive and adaptive response to all kinds of conflicts and obstacles that are experienced in the continuous and ongoing field of education (Potwine, Connors-Sims, Douglas and Osborne, 2011); Also, vitality is defined as students' ability to successfully deal with academic struggles that are common in academic life (Martin & Marsh, 2014).

In this research, by using the protocols of Adlerian group counseling and dialectical group behavior therapy, we intend to improve the academic vitality of unsuccessful male students in entrance exams with therapeutic and educational interventions and compare the effectiveness of these two treatment methods in order to find a suitable way to prevent injuries and complications caused by entrance exam. Therefore, the main question of the current research is whether there is a difference between the effectiveness of Adlerian group counseling and dialectical group behavior therapy in the academic life of male students who failed the entrance exam.

Method

The current research design is applied and its method is semi-experimental. The statistical population of this research includes 587 male high school students who failed in the 2019 entrance exam. 45 of these students were voluntarily selected and randomly divided into three groups of 15 (one control group and two experimental groups). In the first group, the intervention was based on the Adlerian group counseling protocol of Alizadeh and Hashemi (2007), and in the second group, the intervention was based

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Results

The results of the Kolmogorov-Smirnov test in the research variables indicated the confirmation of the normality of the data. The hypothesis of the homogeneity test of Lone variance in the test and control groups indicates the equality of the variances of the research variables in the groups in the pre-test, post-test and follow-up stages. Also, the results of the porous sphericity test show that the covariance matrix between the groups is not consistent and this assumption is not fulfilled, and the conservative Greenhouse Geysler test should be used.

The results of the analysis of variance of the repeated measurement of several variables among the studied groups in the variable of academic vitality showed that the effect between subjects (group) is significant and this effect means that at least one of the groups differs from each other in at least one of the variables of academic vitality. The within-subject effect (time) was also significant for the research variables, meaning there was a change in at least one of the average variables from pre-test to follow-up.

Analysis of variance is significant for the within-group factor (time) and it is significant between groups. These results mean that considering the group effect, the time effect alone is significant. Moreover, the interaction of group and time is also significant. Bonferroni's post hoc test was also used for pairwise comparison of groups.

The absolute value of the difference of the averages in the post-test of the dialectical behavior therapy group in the variable of academic vitality was greater than the Adlerian method compared to the control group. Therefore, the effectiveness of Adlerian group counseling and group dialectical behavior therapy on the dependent variable is not the same, and the effectiveness of dialectical behavior therapy method on academic vitality is more than Adlerian group counseling method.

Conclusion

The present study was conducted to compare the effectiveness of Adlerian group counseling and dialectical behavior therapy in the academic vitality of unsuccessful male students of Zanjan. In the last two decades, vitality has gained increasing importance in evolutionary psychology. Observing normal adults who are

expected to turn into abnormal people due to high-risk childhood experience led researchers to focus on the characteristics, conditions and situations that change the negative consequences of upbringing in unfavorable conditions.

Vitality is the feeling of being alive, not the urge or compulsion to do it. To the extent that people are less conflicted, they are freed from the suppression mechanism and the more they feel vitality, creativity, self-fulfillment and energy. When a person does something on his own, not only does he not feel tired and hopeless, but he also feels that his energy and strength have increased. In general, the inner sense of vitality is a significant indicator of mental health.

The effectiveness of Adlerian group counseling and group dialectical behavior therapy on the dependent variable was not the same, and the effect of the dialectical behavior therapy method on academic vitality was more than Adlerian group counseling method. So, to prevent disappointment and failure in students who have had the experience of failing the entrance exam; Dialectical therapy can be used to increase their positive feelings towards education.

Among the limitations of the current research, the results are limited to the group of boys, the results are not compared between the two sexes, and they are limited to a certain geographical area. Another area for improvement was the coordination of the appropriate place to implement training sessions and group counseling. Sometimes, the lack of coordination among the group members made it difficult to hold therapy sessions. Further studies should be conducted in other statistical population and other geographical regions to increase the generalization of the findings. Also, these interventions, especially group and individual dialectical behavior therapy, should also be used in specialized counseling clinics, and training workshops should be held to familiarize the counselor's colleagues.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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